

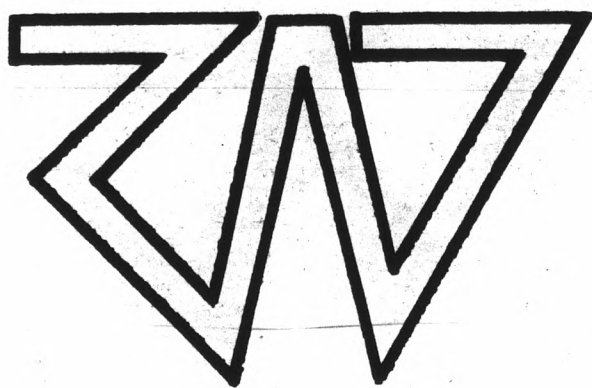


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Rancho Santiago College

FALL 87



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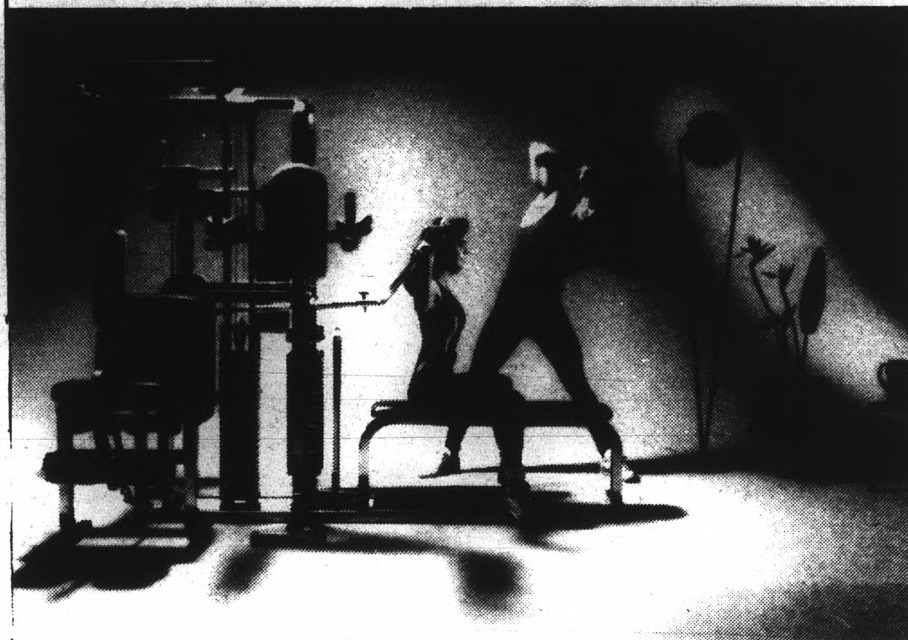
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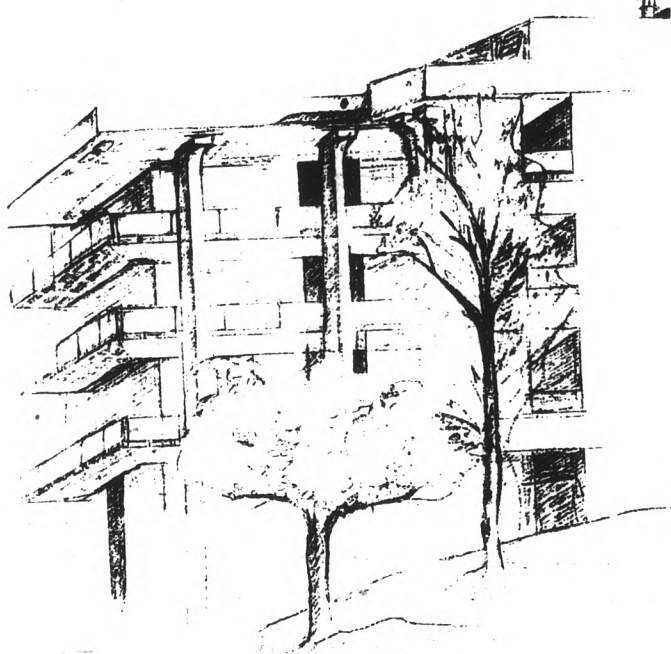
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THE GRAF

Rancho Santiago College FALL 87

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Cover: Up, up and away in a beautiful balloon over Perris, Calif.
(Photo by Lucien E. Philbrick)

Ethnic Diversity At RSC

by Joan Medina

Two blocks from Rancho Santiago College-Santa Ana Campus, the shop signs read "aseguranza," "lavamatica," "tortilleria," and "amnestia." Restaurants feature live mariachi music and serve menudo on weekends. The local movie theater marquee is emblazoned with the current title of a spanish *pelicula* (film). The smell of *carnitas* (roast pork), *lengua* (tongue) and *cabeza* (cow's head) roasting over fiery spits permeates through the open-air market near Fourth Street.

A few blocks west, those shop signs abruptly change to Vietnamese symbols for attorney, laundromat, "tea house" and immigration matters. Asian food markets flourish as they boast succulent cuts of fish, fresh, vibrant vegetables, and hot, spicy seasonings. In early February, this 7-block area known as "Little Saigon" celebrates the Asian New Year.

Just south of RSC, a 7-mile stretch of Bristol Street runs through one of the most economically blighted area in the county, as it winds its way to South Coast Plaza. The Plaza is an exclusive shopping mall that beckons the wealth of Orange County with Nordstrom and Robinsons.

From the estate homes of Cowan Heights to the ghetto-like existence of Buena-Clinton, this is the city of Santa Ana. And RSC sits right in the middle of this vast diversity of ethnic and economic standards.

"Santa Ana is a melting pot, an Ellis Island," said RSC Chancellor Dr. Robert Jensen. Indeed, the population of Santa Ana consists

EAST MEETS WEST—This sign, like so many others in the vicinity of RSC, indicate the vast cultural diversity of the community of Santa Ana.



LA FIESTA GRANDE—It was a festive occasion as two dancers dance the traditional folklorico in a celebration of Mexican Independence Day here at RSC-Santa Ana Campus last September.

'Santa Ana is a melting pot, an Ellis Island'

Dr. Jensen, Chancellor

mainly of Hispanics and whites, with the Asian population steadily growing.

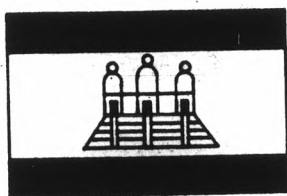
According to the 1980 census for the city of Santa Ana, as a whole there are 132,072 whites; 90,646 Hispanics; 10,631 Asians; 8,232 blacks; 1,627 American Indian/Eskimo/Alute; and over 50,000 declared as "other." Of the Asian figure, almost half are Vietnamese.

The Institutional Research department at RSC has recently compiled a report on population growth in the district. The report cites minority populations will increase at a greater rate than those in other parts of the state. Conversely, the percentage of whites will decrease dramatically.

In fact, by the year 2000, projections indicate the Hispanic population will be over 60 percent, outnumbering the white population.

Ironically, the national view of Orange County is considered white, ultra-conservative, upper-income suburbia, mainly because of the influx of luxury homes and white-collar jobs in the newer south county region (Irvine, Mission Viejo, Rancho Santa Margarita, etc.).

So, why all the concern on demographics? It's because these figures greatly impact the course offerings and college programs provided by RSC. As the population grows and becomes more multi-cultural, the direction of the college must continue to stay ahead of the trends in order to meet the needs of its community.



What exactly is RSC doing to accommodate the students needs for educational and social interaction? How is RSC meeting the needs of the english-speaking, college-level student, who will be transferring to a university in two years, while simultaneously providing the non-english-speaking student that same opportunity for quality education?

Various departments have conducted studies and analyzed

information concerning the student community. Amazingly, all of these studies reached a general consensus; it is the focus of attention to a particular segment of students that different programs have been developed and funding obtained.

That general goal is **motivation to succeed while providing support**, both emotional and, if necessary, financial.

"If the student is comfortable (at RSC) and know that someone here believes in him, that makes it a lot easier to succeed," said Chris Arce, director of Extended Opportunity Programs and Services. "The student doesn't feel alone."

However, the student must first get to college; otherwise, these programs and services "would be worthless." These programs are not only focusing on students here at RSC, but also target the Continuing Education division (adult basic education) and the local high schools. In fact, in 1986, RSC "adopted" Wilson Elementary school in Santa Ana in order to get a head start motivating and

supporting future college students.

It is vital that RSC take an interest in students before they get to college. Current studies show a 50 percent dropout rate among five of RSC's feeder high schools (Los Amigos, Saddleback, Santa Ana, Santiago and Valley).

Interestingly, these five schools are all located within or near downtown Santa Ana and have a high Hispanic enrollment, as compared to high schools in the Anaheim Hills and Tustin areas.

Much of this dropout rate can be attributed to the high pressure to succeed, the uncertainty of new surroundings, and difficult economic situations. Santa Ana schools contain a large concentration of low-income, non-english-speaking families. Many of these families are new to the United States and are here to find work. Hence, the importance of an education is not as vital as putting food on the table. This tends to create a block for the student trying to complete his education.

"You are caught in the middle," said a 19-year-old former RSC

student, who asked that his name not be used. "You need school to get a better paying job, but I needed a job now to help my family." This student, who had a B average out of Santa Ana High, enrolled at RSC as an electronics major. After one semester, he quit to go to work on an assembly line in a factory in Santa Ana. At this time he has no plans to return to school.

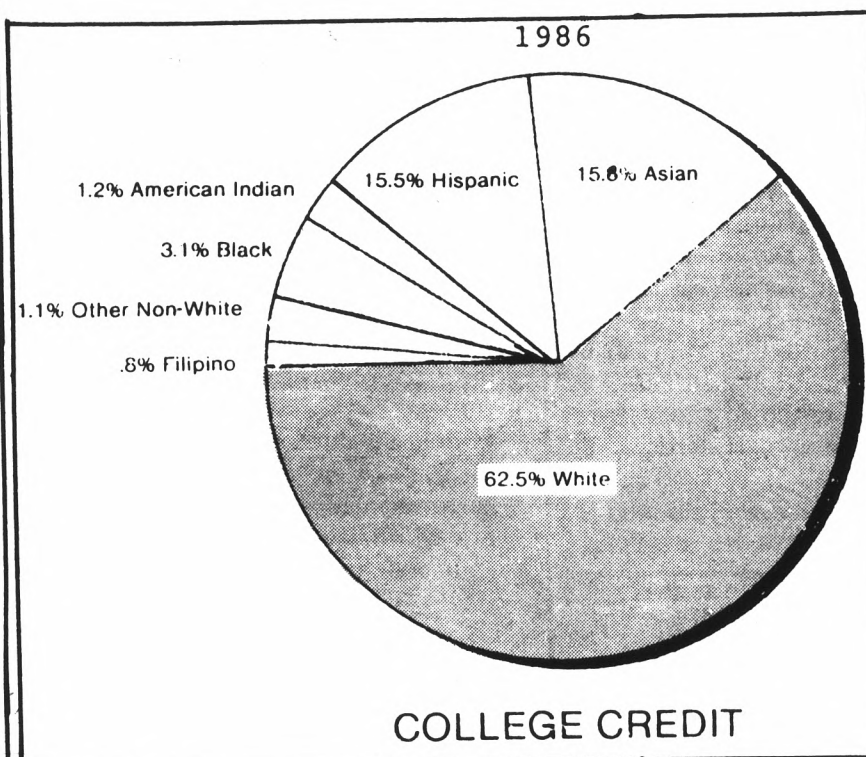


Programs here have been developed to 1) get the student to college; 2) keep them successfully attending; and 3) get them to graduation or ready to transfer to a university.

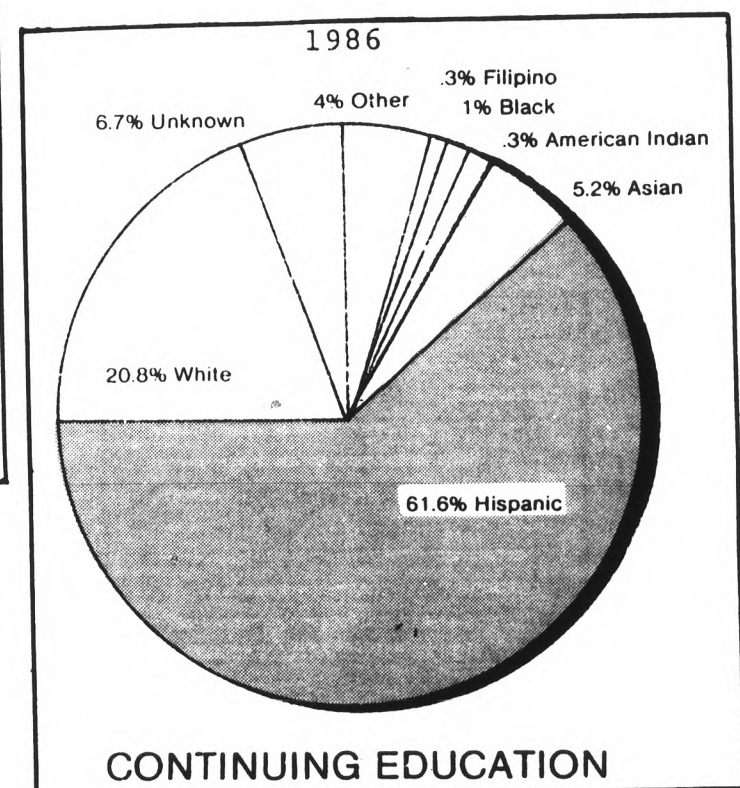
One success story is Angela Rodriguez, 20, now a sophomore who came to RSC through the

Continued on page 6

ETHNICITY

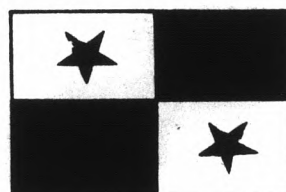
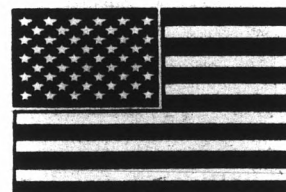
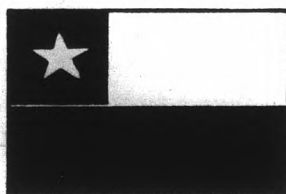


Source: Institutional Research Department,
Rancho Santiago College Fall 1986



ETHNIC

Continued from page 5



EOP/S program.

Rodriguez, who lives on the west end of Santa Ana, is the oldest of six children and the only daughter. While attending Santiago High, Rodriguez had no intention of going to college. However, EOP/S was soon to change her mind.

Emilio De La Cruz and Victor Castro, coordinators of outreach and recruitment for EOP/S, held a recruitment session as Santiago, a session in which all enrolled seniors are interviewed about their future plans. Their aim was to encourage the students to continue on with their education, whether it be at RSC or elsewhere.

"They wouldn't take no for an answer," Rodriguez remembers. "They answered all of our questions about college. They told us all about RSC. They made college seem informal. And, (EOP/S) would be there for us if we needed any help."

When she first came to RSC, Rodriguez was not officially an EOP/S student. However, she soon realized she was eligible for grants, book loans and work study in the program.

According to Rodriguez, the EOP/S staff will "bend over backwards" to help any student with filling out applications, tutoring and counseling, almost any kind of assistance.

"(The staff) is so helpful," Rodriguez said. "They really help you out, whether it concerns school or if it's personal. They are your friends."

Rodriguez is currently the president of the EOP/S club and is a peer recruiter for EOP/S. She'll be transferring to either San Diego State University or California State University, Fullerton, to continue her education in elementary school psychology. "I figure I have another seven years of school."

EOP/S is just one of a myriad of programs and social organizations here at RSC designed to meet the growing needs of the student population.

Educational programs, backed

by federal, state, or local support, attempt to reach a wide range of students. However, even if there are eligibility requirements, most of these programs offer tutoring and counseling to any student who requests assistance. And, the programs work together with each other to give the student a broader support network.

RSC has a student population of over 32,000. This includes those enrolled in college credit courses, continuing education, full-time and part-time, day and evening. Besides educational and financial programs, students are able to supplement student life by being with a group of peers that share the same goals and values.

Social activities are important to success in college just as much as studies. Unfortunately, many minority students do not get involved in extra-curricular activities. They may not know about what college offers them, they may not have the time, or they may not know that they can join in.

"For awhile, there weren't a lot of Hispanics in athletics (in relation to enrollment figures as compared with other groups and the number enrolled)," Castro said. "Lately, though, I've seen an increase in Hispanics participating in activities."

Among the multitude of clubs at RSC, about one-fifth have been organized especially to meet the social needs of minority students. The Vietnamese Student Association boasts an active membership of over 600. Union Progressive Hispanic Students club members help and support Hispanic non-english speaking students in high school and motivate them toward higher education. Their meetings are conducted in Spanish.

Movimiento Estudiantil Chicano de Aztlan (MEChA) is a politically-active organization, which works for a brighter and better future for Mexican-American young people and other minority groups.

Black Student Union is another strong, political organization, that was formed to assist black and other minority students in striving for success in higher education.

EOP/S club, which was RSC's Club of the Year for 1986-87, facilitates the success of the economically disadvantaged student in both academic and personal goals.

There is even a club that brings everyone together. The International Students Organization provides and encourages cross-cultural communication and the understanding of diversity in lifestyles.

The Programs

The following are just a few of the many programs offered at RSC that were developed to motivate and support current as well as future students.

In an effort to provide for all segments of the student population, the college is first divided into two divisions: Credit courses, which give college credit for work completed and can be used towards an associate degree or transfer; and Continuing Education division, which administers non-credit courses in adult basic education, high school diploma/equivalent, and some English as a Second Language study.

ACCESS is a federally-funded grant and is in its second year of its 3-year developmental phase. Its goal is to "assist students in the CE courses to complete their basic education and go on to the college level," said Margaret Manson, director of the ACCESS program. "ACCESS is a bridge between non-credit and college courses."

According to Carolyn Motokane, ACCESS counselor, basic skills in reading and writing were initially offered, and math will be added to the curriculum by the 3rd year of the program.

Statistics show that over half of those in ACCESS are Hispanic, nearly three times that of any other ethnic group.

The success of ACCESS has been proven in its first year, with 60 percent going on to college level courses and 11 percent returning to finish.

Kathy Mennealy, dean of CE division, best summarizes the role of CE and ACCESS. "It brings students to college that might not otherwise come. And it provides better prepared students to the college."

Extended Opportunity Programs and Services (EOP/S) is a statewide program created to provide additional support and assistance to students seeking to gain a college education.

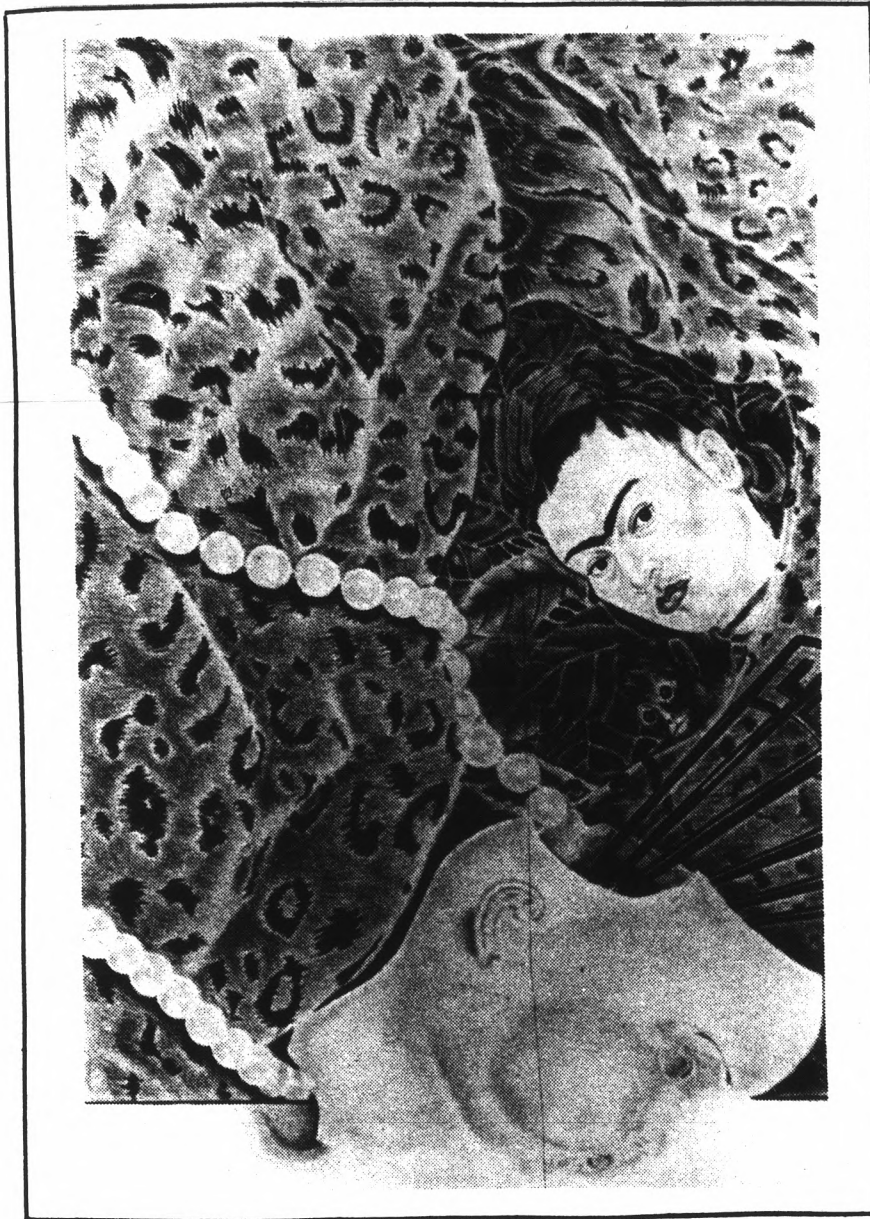
In addition to providing financial assistance, EOP/S works toward helping students

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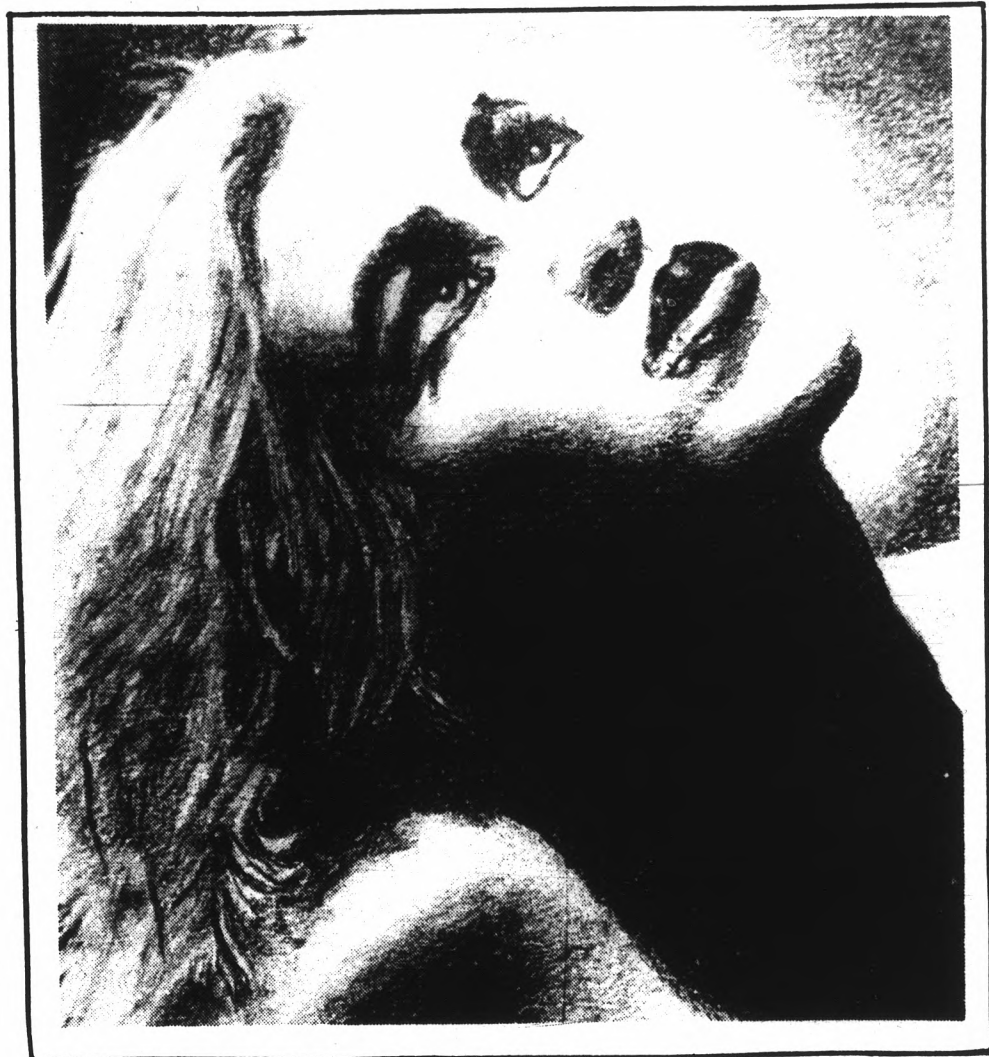
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The Artful Don



Kathleen Coyle/1987



Vince Nicotra/1987

The simple elements of nature—charcoal, chalk, ink and paper, and basic paints—become sophisticated images when in the hands of creative artists.
From Estelle Orr's Introduction to Drawing and Life Drawing classes, is this showcase for some of RSC's talented new artists.



Bill Thornton/1987

Crackerjack, Crackerbox, Boat Builder

by B.J. Martin

First semester student, Michael Stock, graduate of Orange High, makes horses. He also makes waves. Actually the horses he makes make the waves. The horses are in the racing engines he builds and puts in race boats, and those race boats make some pretty impressive waves.

At 19, Stock has had a hand in putting extra horsepower in racing engines for almost 10 years. Stock and his dad have an innocent looking shop hidden in an industrial area of Orange where they put the secret ingredient into blown Chevrolet engines for K-racing runabouts, super stock, tunnel boats and crackerbox racing crafts mostly for their own racing pleasure.

Starting with an empty shell of a crackerbox, Stock is presently putting together "a quick engine" for his own competition racing. An empty shell means starting from 'scratch.' Starting from scratch means making parts, putting in dials, locating struts, setting fins, building the engine, fabricating gas tanks, plumbing the fuel, oil and watering systems, and installing the engine.

Is racing boats a risky business? "Yes," says Stock, "but not as risky if you build a safe boat." Stock says he has not been interested in driving other boats on a regular basis because he was waiting for the opportunity to build and maintain his own racing craft. Stock is using the best materials available and has only the best sources for metal working -- he designs custom parts and his dad cuts the metal.

PIECE BY PIECE— At 19, Stock has had a hand in putting extra horsepower in racing engines for almost 10 years.



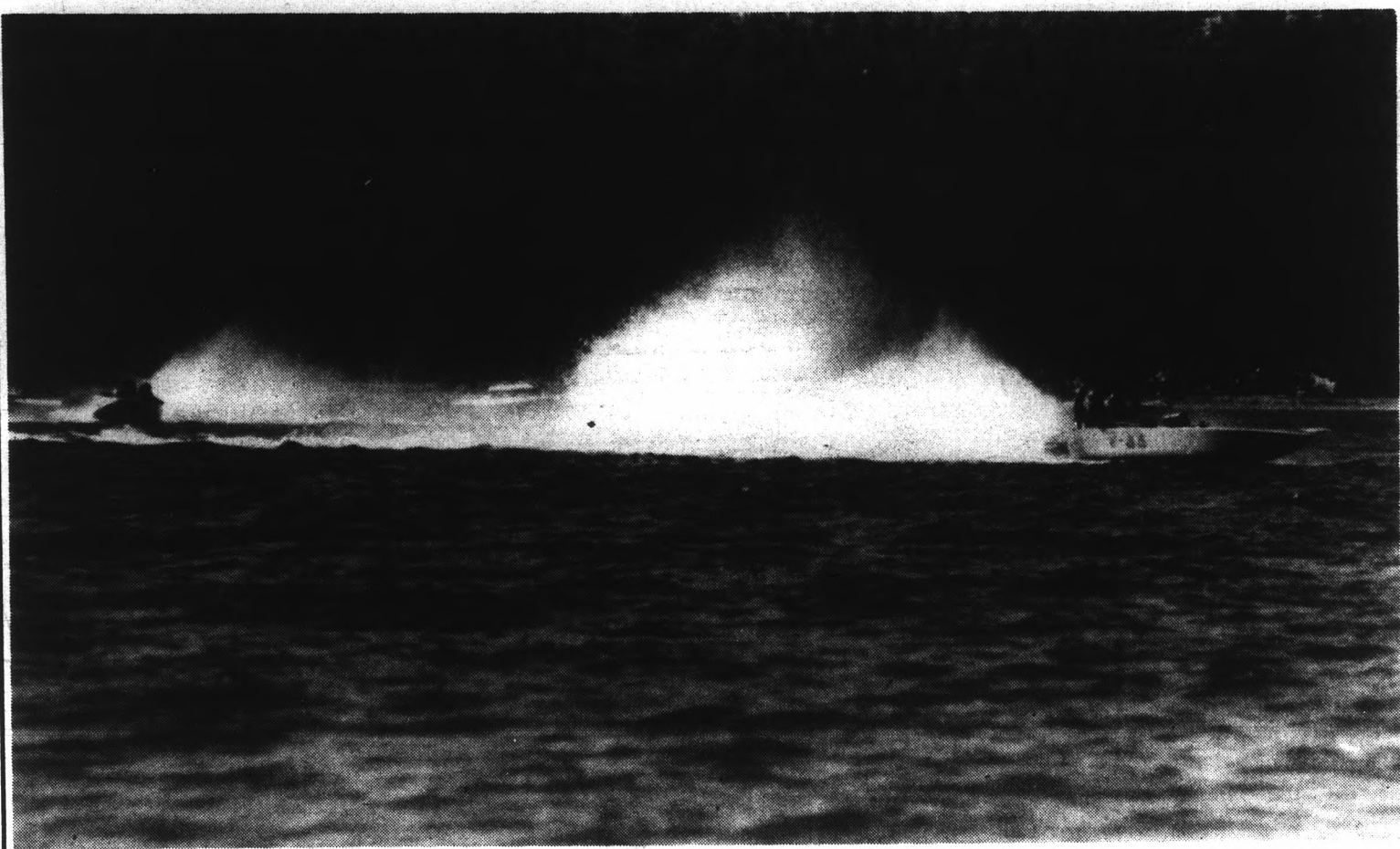
Stock does not divulge all of his secrets but one of his latest modifications is the innovative angle of the strut and engine placement. The new strut angle puts the propeller deeper in the water hoping to assure increased accuracy in steering. The engine Stock is building is a Chevrolet 275 cu.in. with dual carburetors. He will be adding a dry sump oiling system.

The crackerbox is expected to run about 100 mph on the straight of way and will probably do a one-mile circle with an average speed of 88 mph.

What does it take to win? According to Stock, there are two

*'We work
hard, race
hard, and
party hearty!'*

Michael Stock



SMOKE ON THE WATER—Michael Stock and craft (right) are way out in front as his boat skims across the water.

main ingredients to winning. First, a strong well-built engine and second, a talented, boat-smart driver. A boat-smart driver knows what his boat can do and knows how to do it.

What causes racing accidents? Of course boats can come apart but most accidents are related to the driver's abilities says Stock. Some drivers are so anxious to win, they take incredible risks and

don't use their heads. They either wreck the boat they are driving or cause someone else to crash trying to stay out of their way. The most common accident is the result of a driver driving over his head.

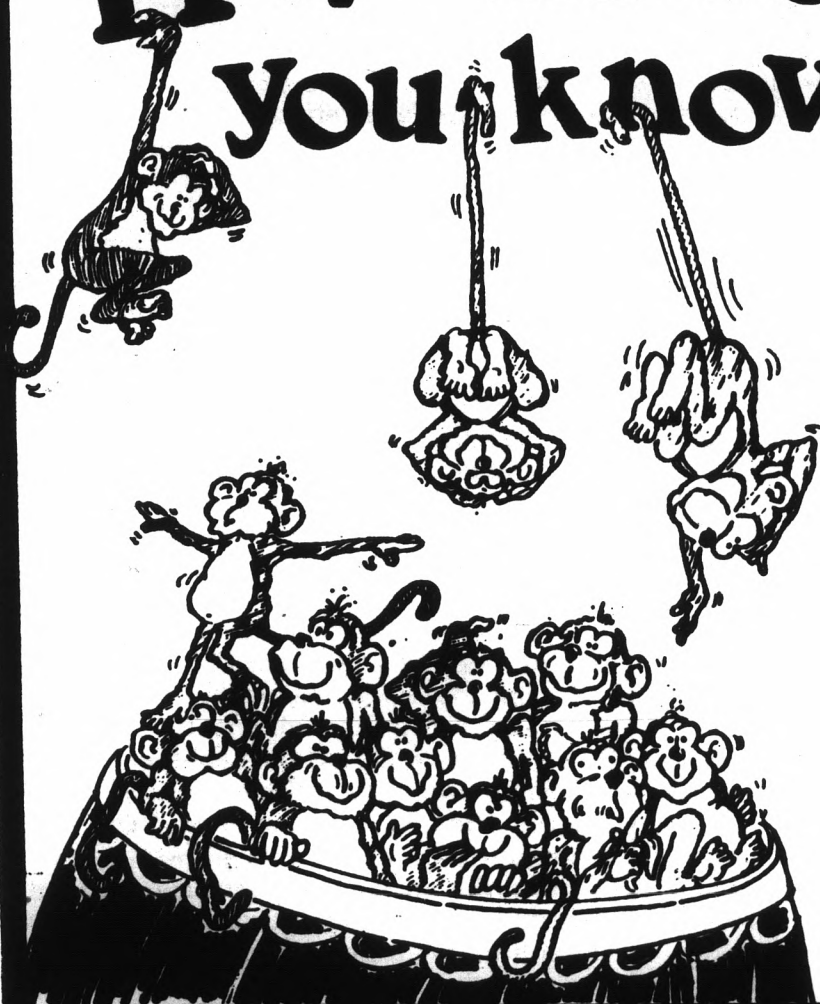
Occasionally an engine breaks or locks up causing the driver to come out of the boat and the boat to come apart but that doesn't happen often according to Stock.

Is the competition stiff? Stock says it is but it's a friendly competition for the most part. It is not unusual for him to help his opponents with engine problems. Speaking of engine problems, Stock has been known to run a race in the afternoon, take the engine out of the boat after the race, put another engine in the boat and be ready to run by morning.

Organized races for the crackerbox racers are governed by the American Power Boat Association and consist of about 10 races per year. There are about 30 crackerbox race boats around the Western states that participate in the majority of the races.

Why does he race boats? "Boat racing is a lot of fun," says Stock, "A lot of comraderie with the other racers and racing with my dad helps maintain a strong bond between us. We work hard, race hard and party hearty."

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Creating the Write Environment

Enthusiasm of Instructor Gets Students To Pen Their Hopes

by B.J. Martin and Dolores Seroy

And they said it couldn't happen in Santa Ana!" exclaims Lee Mallory, creative writing instructor at RSC, as he listens to the talented outpourings of his students.

Mallory is referring to references made by literary persons in more "prolific" areas such as Laguna Beach and Newport Beach, that insinuate that "boring Santa Ana" cannot produce significant literary contributions.

An instructor burning with fire for the subject he teaches and a classroom of students with a passionate dream to write makes for a lively three hours every Tuesday evening.

Amazed at how easy it is to develop their poetry and prose under Mallory's able and talented direction, students who claimed they hated to write poetry are now finding themselves achieving much more than they had imagined possible. Arms waving,

lights flashing, dancing around the room, Mallory animates many of the points he makes.

Students range in age from 16 to 75 with enough experience to fill volumes of books. From the older students come a wealth of knowledge that cannot be found in a textbook. The younger ones bring a fresh exciting attitude. Thus, the students learn from each other as well as the instructor.

The course begins with emphasis on journalizing, and proceeds through various forms of writing poetry, fiction and drama. Mallory concentrates first on getting students in the habit of writing regularly. His second thrust is that of "implementing awareness of one's surroundings." The next step is describing those surroundings.

Animated and enthusiastic, Mallory has no problem with students sleeping through his class. Participation is the key ingredient and most students are anxious to share their writing with the class. At a recent session, student readings were video-taped

to allow students to see and hear themselves.

Incongruity exemplified, Mallory's personality is so dual that he is highly respected in the field of writing as well as in the field of instruction.

He is widely published in periodicals and has written several small books.

Academically, he just returned from lecturing to the World Organization of Teachers of English to Speakers of Other Languages. Mallory also teaches English and French at RSC.

If you're interested in the creative writing class for the spring semester, register early. Mallory draws a full house.



VISUALLY CREATIVE — Lee Mallory watches as students in his creative writing class participate in video-taping to allow evaluation of their own writing, ideas and effects on others.

Institutional Research

In Search of Facts

by Kathy Pape

Unknowingly, RSC students are involved in several research projects each year.

Their vital statistics form the basis for studies conducted by the Institutional Research Department, located on the Santa Ana campus.

"These studies are focused around important issues to the district," Julie Slark, director, said. She finds most projects "evolve very naturally."

For example, a profile of non-transferring RSC students progressed from last year's study, entitled "Why Didn't They Transfer?", that Hilda Roberts, an instructor in Office Technology at the Garden Grove campus, requested.

This study, in turn, had followed an earlier one about the students who did transfer to four-year institutions.

These studies give instructors information that improves their teaching skills, according to Roberts. Also, she added, "the more we know about our students, the easier it is for us to gain funding."

All research projects are financed by the state, with the grants coming through the chancellor's office.

And anytime there is money involved, there is controversy.

Jim Harris, President of the Academic Senate, found that this body had little involvement in selecting which research projects were funded. "We have been concerned for a number of years that the research project didn't reflect faculty priorities," he said.

Consequently, he asked Chancellor Robert Jensen to give the faculty the opportunity to help select the research projects to be funded.

Finding it excellent that the faculty want more input in selecting research projects, Jensen suggested establishing a district-wide committee, including faculty, to evaluate all requests and select the ones that the IR will conduct.

As a result, last year the Planning Committee was created. It is comprised of eight faculty and two classified employees, the Chancellor, Vice-chancellors of Student Services, Academic Affairs and Fiscal Services, Deans of Occupational Education and Facilities Planning, a faculty member from the Accreditation Steering Committee and another member appointed by the Cabinet.

All the faculty members of the former Goals and Objectives Committee (GOComm) and the present Planning Committee are nominated by the Academic Senate.

In 1975 then-Chancellor John E. Johnson established this office as a necessary adjunct to the newly-formed Rancho Santiago Community College District. Using the reports, administrators could plan future programs for students.

"We have the strongest institutional research program in the state," Jensen said, primarily because it was and still is considered

important.

For the 1986-87 academic year, the IR department examined how math and English scores predicted student success, at how well transfer students to four-year institutions performed and followed up vocational students after their graduation. In addition, the department issues regular reports on students attending RSC -- annual enrollment summaries, trends and characteristics.

Future projections can be made from the statistics used in these IR reports.

Such projections conclude that in this district, minority populations will increase at a greater rate than those in other parts of the state. Also the percentage of whites in the district will decrease dramatically.

According to this report, by the year 2000, those of Hispanic origin will outnumber the white population in the district.

And this projection will strongly impact the education offered by RSC and all its campuses.

Not all research is done on campus; community colleges in Southern California cooperate on several studies. Long Beach City College is coordinating a study Stark has nicknamed the "Zip Code Exchange."

In this study, each school sends the others a list of zip codes that fall within their district. Then the recipient schools contact their students whose zip codes fall outside their own district and ask why they attend the community college in a neighboring district.

From the answers, each college can determine what they offer that another college doesn't and can plan their curricula accordingly.



A Helping Hand-Scott Burger assists in laying out the balloon.

by Lana Bowen

Floating magically hundreds of feet over the desert areas surrounding Lake Elsinore, thousands of people have experienced the uniqueness of hot air ballooning.

"We fly out of Temecula, 15 miles south of Lake Elsinore. It is kind of a desert, filled with vineyards. Other services fly out of Perris which is 10 miles north of Temecula," said John Gannon of the Big Balloon Company in San Pedro.

Perris is usually chosen over Temecula, because it is easier to fly over and land without ending up in the middle of a vineyard. However, flying over Temecula is more scenic, according to Gannon.

Following the flight, there is a champagne toast, a ballooning tradition, and a brunch at a local winery, said Gannon.

All pilots are licensed by the FAA and under go intense training. "To fly for hire, there is a 35 hour flight time, and you have to complete the private and commercial ground schooling required by the FAA. It is the same schooling that is needed to fly a single engine plane, but you learn more about the weather because in a balloon you almost become a part of it," Gannon said.

Going up into the sky is an experience in itself, according to Lisa Gannon, John's wife. "You feel yourself going up, but it's not the same feeling. It's not like the parachutes at Knott's; you go up slower," she said.

"It is a different feeling, more *different* than anything else. You move with the wind so there's no breeze and no sound except the burner," said Mrs. Gannon.

"It is so quiet that you can hear everything below. Once, I heard sheep but we were so high up that I couldn't quite make them out right away."

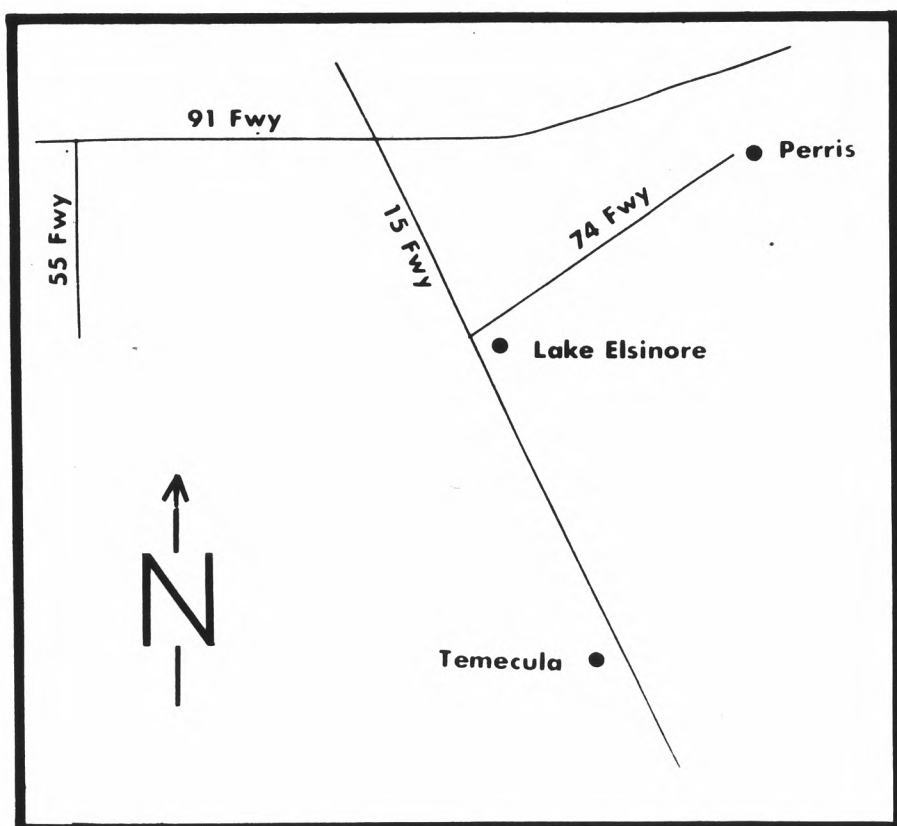
Sometimes when you are up there you feel like you are not moving at all, you just float, she said.

HOT AIR BALLOONING

Photos by Lucien E. Philbrick

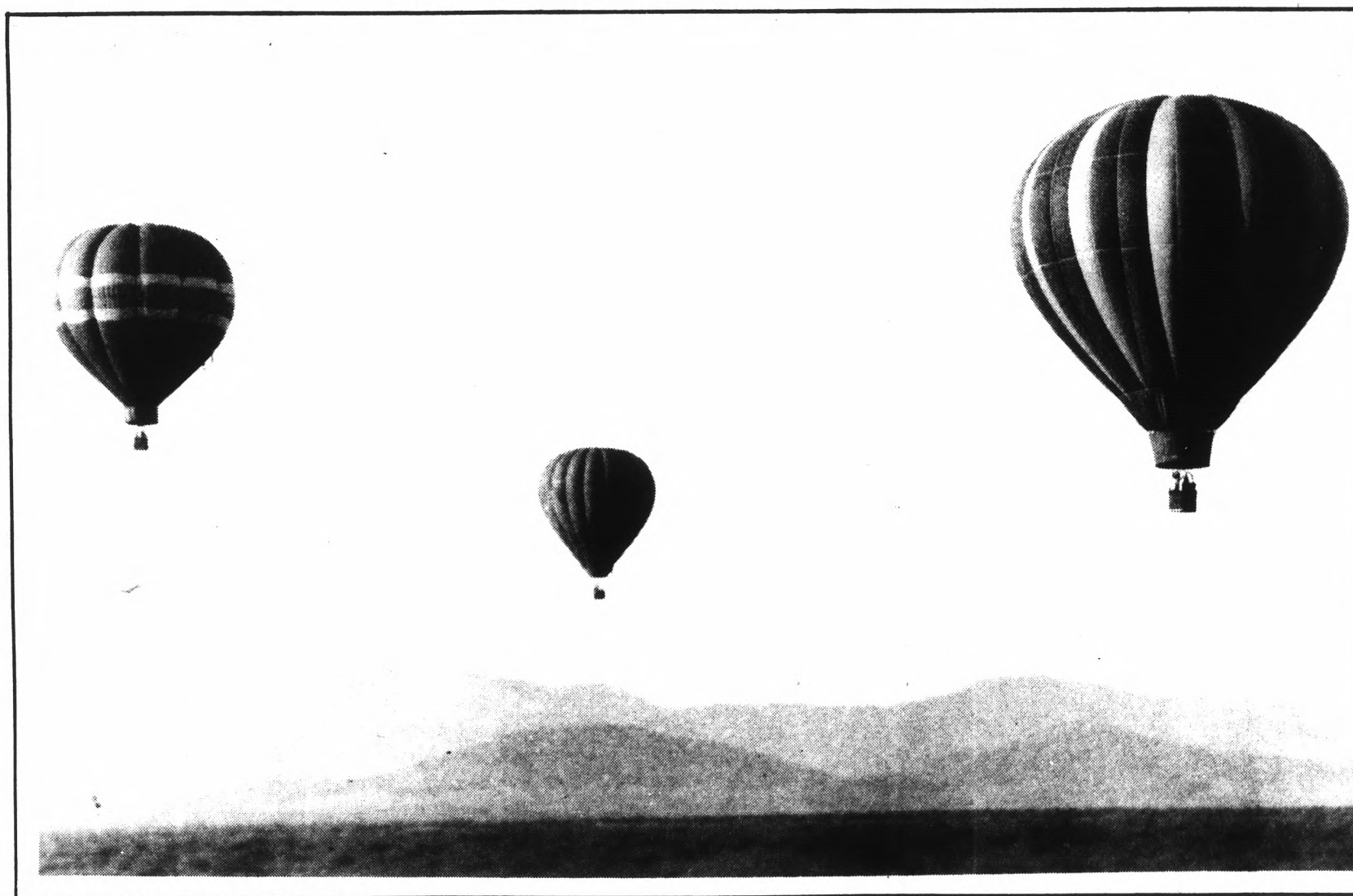


The Pilot-Carl Price, prepares his balloon for the day's flights.



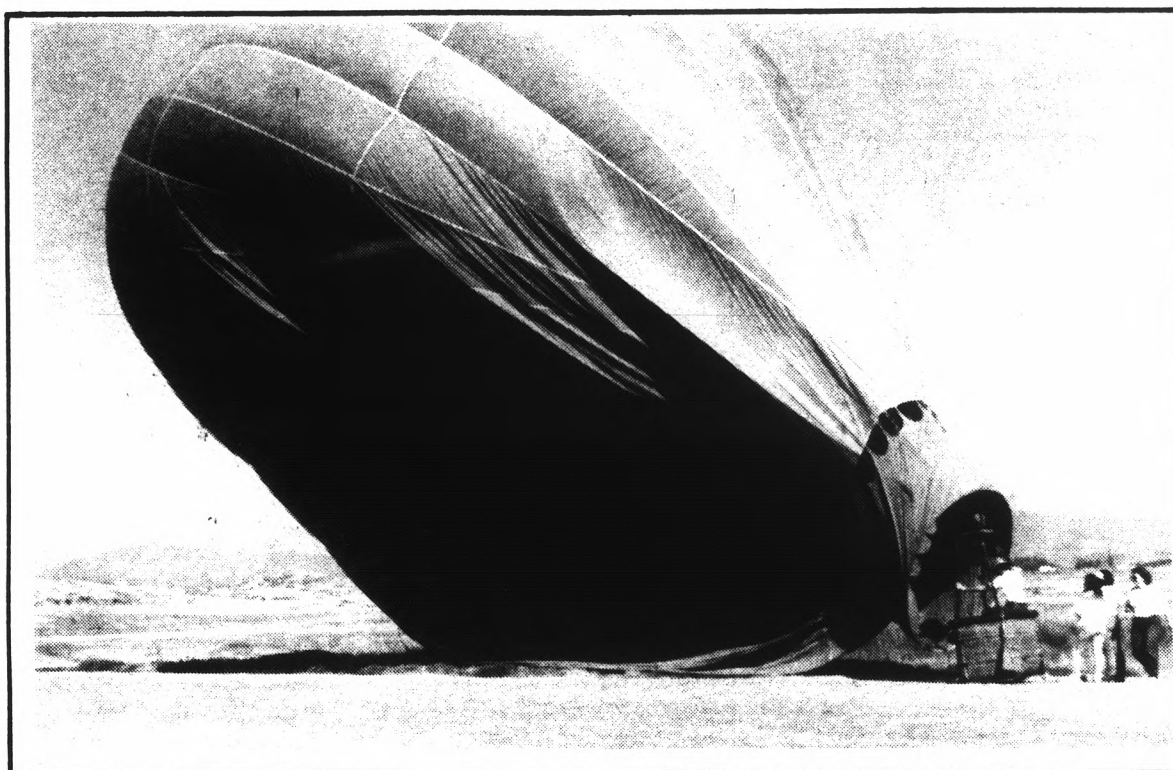
FACTS

- The burners used in heating the hot air balloons are 12 mega BTU (Basic thermal Unit), capable of heating 3000 average size homes
- All balloon pilots are licensed by the FAA
- All balloons are inspected by the FAA annually
- First balloon flight was in 1783
- Balloons use heat to go up and down rather than weights
- The amount of heat required for lift varies with the temperature outside the balloon
- Some balloons are 77,500 ft high, or higher
- The average running temperature is 250 degrees or more depending upon the size of the balloon





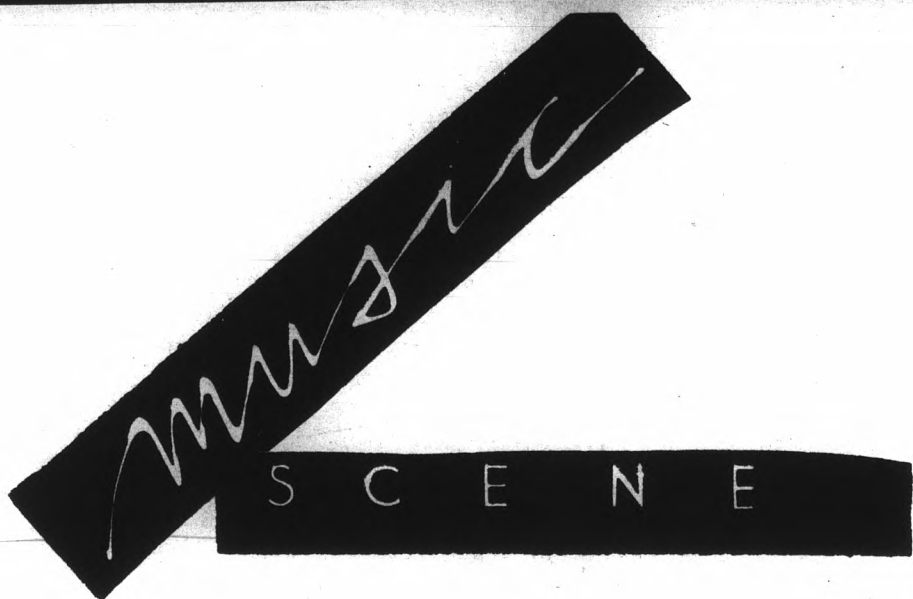
It's A Bird, It's a Plane-Everyone looks overhead as another balloon flies by.



There It Goes-As the air is released, down comes the balloon.



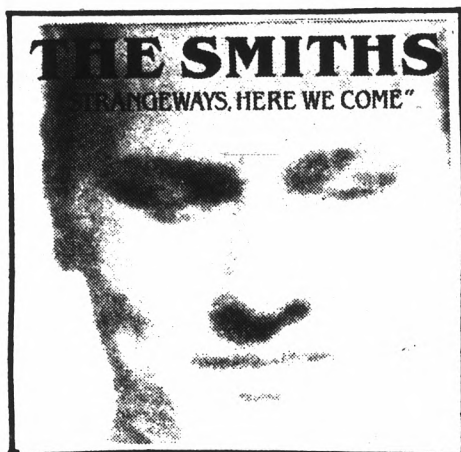
All Together Now-One of the last steps is milking the balloon (forcing the remaining air out of the balloon).



...At the record company party on their hands—a dead star the sycophantic slags all say: "I knew him first, and I knew him well." Re-issue! Re-package!

Morrissey
"Paint a Vulgar Picture"
The Smiths 1987

New Music Hitting the Charts This Fall



The Smiths: *Strangeways, Here We Come* (Sire Records)

A grand finale for the now disbanded Smiths, *Strangeways* is quite an upbeat disc for such an abrupt ending to the band.

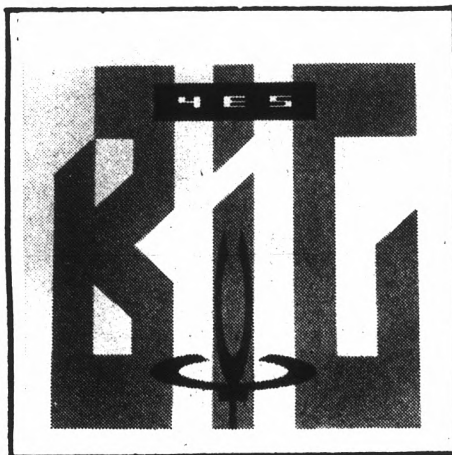
The title of this sixth album from these four Britishers is actually the name of a mental institution in London. The disc portrays enough psychotic situations with grim mannerisms, that it tends to ruin the effect of the songs.

"Do you really think she'll pull through?" asks lead singer Morrissey in "Girlfriend in a Coma," a current MTV video hit. This tongue-in-cheek look at a relationship is not the most pleasant of lyrical content, but exemplifies the rest of the album's feel.

There is a number of tracks that are slow enough to satisfy the deadpan lyric content, such as "Paint a Vulgar Picture," a depressing story of a dead rock star and the exploitation by his record company.

Minus the dark imagery, the music backing the words hits a more meaningful high than previous works. Part of this is due to the strong guitar playing by Johnny Marr, an excellent musician and the only sovereign for this disc.

This is the type of music that sounds perfect on a cold, rainy day.



Yes: *Big Generator* (Atco)

It would take a band like Yes to produce a socially conscience album that did not play heavily on statistical mediocrity.

The gears are rotating for Yes with their latest high-energy release, *Big Generator*.

A whole-hearted effort for the band, *Generator* churns out more of the great style of music heard in the 90125 disc.

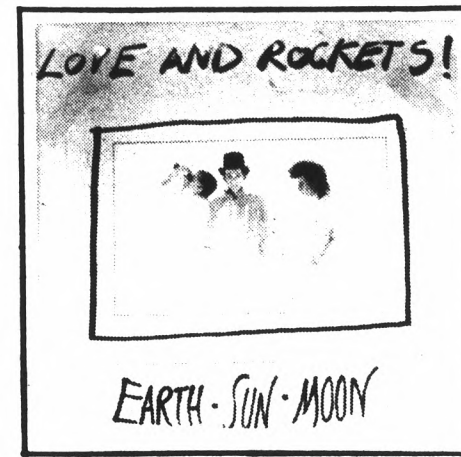
The theme expressed in the tracks is love, presented through visions of conflicts and unions.

Man dealing with technology in the title track seeks love that machines cannot express. A more relevant title, "Shoot High, Aim Low" requests love in a time of war. With the current world affairs as they are, this message is rather timely.

Another perspective is "Holy Lamb (a song dedicated to the Harmonic Convergence)," a piece that shows the unity of man and his surroundings.

Yes has been, in the past, musically intense, a trait still prevalent today. Chris Squire's talented bass playing shines on the introduction to "I'm Running."

Generator is an aesthetically pleasing disc from this electro-progressive style band.



Love and Rockets: *Earth-Sun-Moon* (Big Time)

Heavily laced with psychedelic sound waves, the latest album from Love and Rockets paints a disc filled with the images best viewed through kaleidoscope eyes.

Earth-Sun-Moon is flavored in a 1960s sound omnipresent in their first two albums.

Love and Rockets hacks away pessimistically at society with distorted guitars and powerful vocalizing from Daniel Ash (guitar) and David J. (bass).

This latest album attacks the cruel side of human nature with alluring hypnotic dialogue found in songs such as "The Telephone is Empty" and "No New Tale to Tell."

This in no lame 80s band blatantly trying to come off as being psychedelic, turning out albums that are a boring blatant 60s outing. If anything, Love and Rockets is combining the mood of the 60s with the style from their previous bands, Bauhaus and Tones on Tail.

Speaking of Tones on Tail, recently a disc containing their first and only album, *Pop* has been released, a dark and moody, but long-awaited piece.

by Vince Lara

Continued from page 6

maintain good academic progress so that their goals can be achieved more readily.

The MENTOR program, also known as Career Beginnings, is a national program especially designed to assist economically disadvantaged high school seniors in

continuing their education at college. Participants are "matched" with a volunteer from the community, usually a businessperson or other influential "mentor."

Sponsored by Brandeis University in Boston, the MENTOR program is in its second year at RSC. The first year showed an 85% success rate.

"The purpose of this program is to keep the students enthused about continuing their education," said Cindy Schwer, who assists in the coordination of the program.

Students submit applications to the program and the random selection of eligible participants is done by Brandeis. In 1987, over 100

seniors applied and 89 were selected to participate.

Students from the five feeder high schools participate in the program. The ethnic breakdown for this year is: 42 Asian; 39 Hispanic; 5 black; 2 white; and 1 American Indian. Fifty-four of the 89 participants are female.

EDDIE MURPHY

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Educational Kinesiology: Revitalizing the Whole Person

by Ken Ryan

Patricia is like most students preparing for a midterm. She is concerned about remembering all the information. She isn't a good test taker and is wound up about the results. Reading more quickly would help too. Patricia has a problem.

Along comes educational kinesiology (E-K), a study of the relationship of brain function and body movement through muscle testing, and the science of balancing them to restore equilibrium.

Dr. Paul Dennison, doctor of education from USC, worked 15 years with the learning impaired and devised a system to help children with disabilities. Often it is simply that the left hand doesn't know what the right hand is doing.

Using the brain wave and specialization of function research of Noble prize winning scientists, Sperry and Ornstein of California Institute of Technology, Dennison integrated that information with techniques from the fields of psychology, optometry, yoga, child development, linguistics and others. He created body movements and muscle tests to balance the brain's activity and determine where stress is occurring.

If Patricia's studies are hampered with the "I'm never going to pass that test" blues, she has already lost half the battle. But if all the appropriate functions of the brain can be prepared to process incoming information, there will be a clearer total picture and better scores.



We learn, we experience the world around us, predominantly, by our auditory, visual and kinesthetic (touch and movement) senses.

Remember that section of your biology, psychology or speech class that dealt with the brain. That control center is split into two hemispheres with corpus collosum fibers connecting the two and swapping information to coordinate everything.

If we get over-stressed, burned out or up-tight, the normal flow of our electrochemical impulses is inhibited. Then we start to power down or switch off. This changes our decision making, attitudes, incentive, learning ability and eventually our health.

Seventy-five percent of the American population is considered left brain dominant, and 25 percent right brain dominant. We go

about our lives depending on that feedback from that dominant hemisphere to create understanding and determine our personality. This, E-K practitioners assert, distorts our perceptions and limits our potential.

E-K exercise, testing and repatterning, can help the student and revitalize the whole person.

Nina Soden is the E-K consultant and instructor in Santa Ana. She has worked with Dennison through the Pasadena-based Touch For Health foundation that promotes the program in Europe and Australia.

Within one or two consultations or group workshops, Soden will explain simple study tips and stress reduction exercises that will be useful right away.

Continued on page 23

Weekend Warrior or Couch Potato?

by Dolores Seroy

Health conscious Californians are bombarded from all directions by self-proclaimed experts.

Run.

Don't run.

Aerobic exercise is bad for you.

Everyone can do some form of aerobic exercise.

What is a person to believe?

Being a good health consumer should be part of every wellness or health program, said Brian Roberts, manager of the Rehabilitation and Conditioning Center in Santa Ana.

In attempt to clear up some of the confusion about exercise, the Graf consulted Roberts, a certified athletic trainer with a masters degree in exercise physiology. In addition to his supervision of patient care, he was an athletic trainer for the 1984 Olympic Games in Los Angeles.

Q. Do you consider aerobic



WHAT A FEELING—RACC aerobic class members work up a sweat reducing stress.

Exercise in Proper Dosage

exercise just another fad?

A. No, far from it. I don't know how much of a decrease there has been in popularity in terms of people exercising. I think it has just become more of a routine. Some of the novelty has worn off. We still see a lot of abuse and misunderstanding about what exercise is all about and what the role exercise plays in preventive and wellness and its part in keeping you healthy.

Q. Can a person be over-fit and unhealthy as some experts claim?

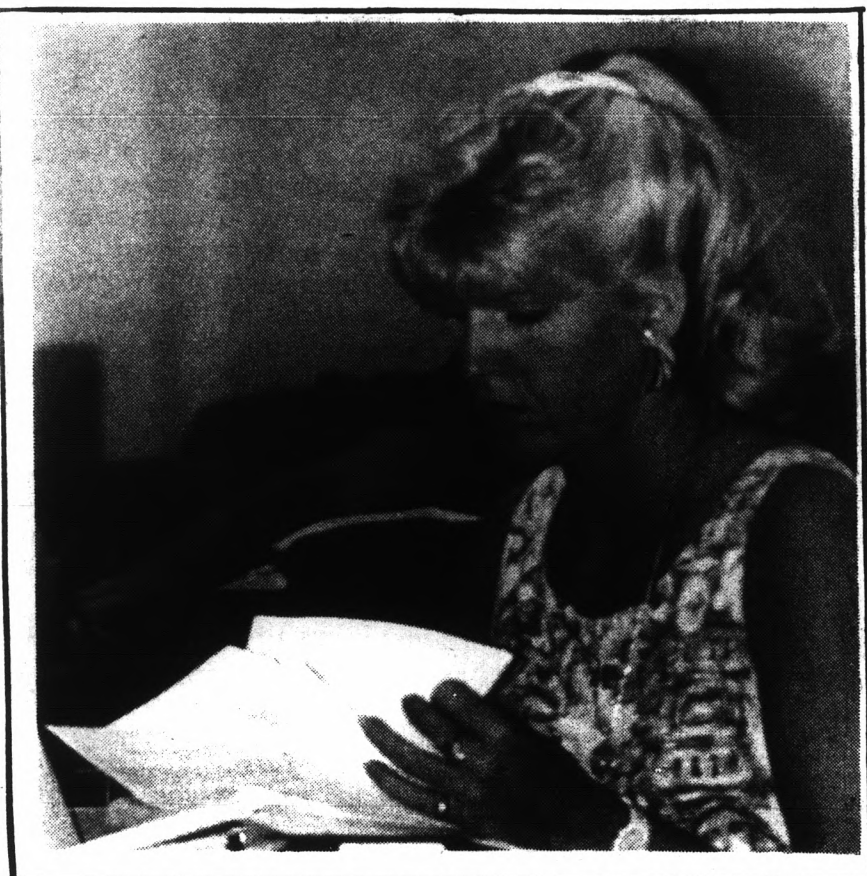
A. Sure. Our big goal and what we recommend to people is have a minimum amount of exercise. I'd like to see them exercise more often. The biggest area of concern is that people don't become weekend warriors or professional couch potatoes. Our goal here is not to turn everyone into marathon runners. What we're

Continued on page 23



PLAYTIME AT THE CENTER-Crystall plays with the other children at the center.

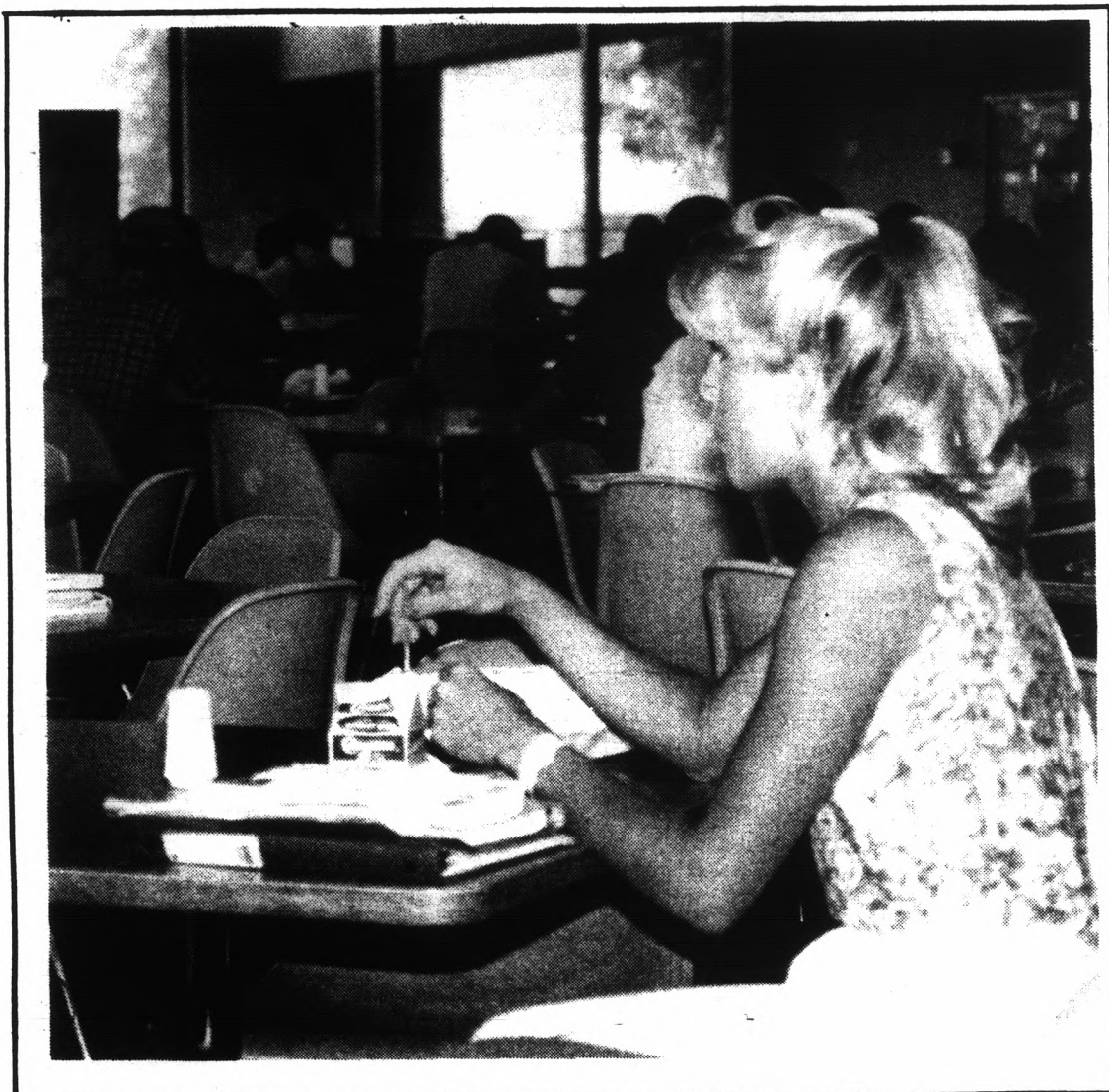
DEDICATED STUDENT-Christine examines material in the Fire Tech 121 class.



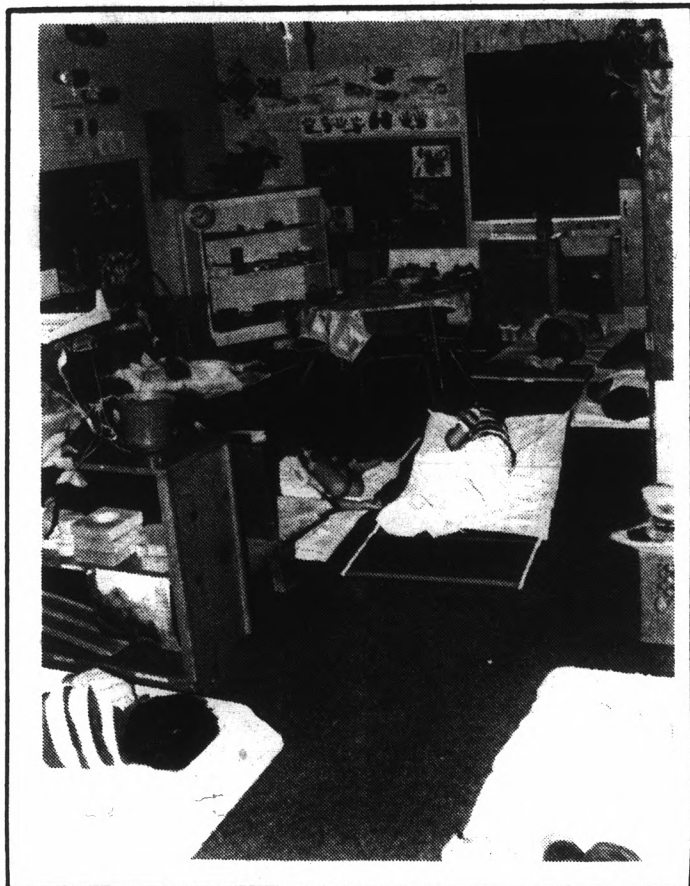
A look at RSC's Child Care Center

Photos by Chris Breceda

MOM TAKES A BREAK-Before classes, Christine takes a break in the RSC Cafeteria.



QUIET TIME-Nap time is rest time for day care employees.



Like other pre-schoolers, Crystall and Nicolle Chafey, ages 3 and 4, respectively, get up and go to school each morning. The difference between them and most other children is that they get to go to school with mom.

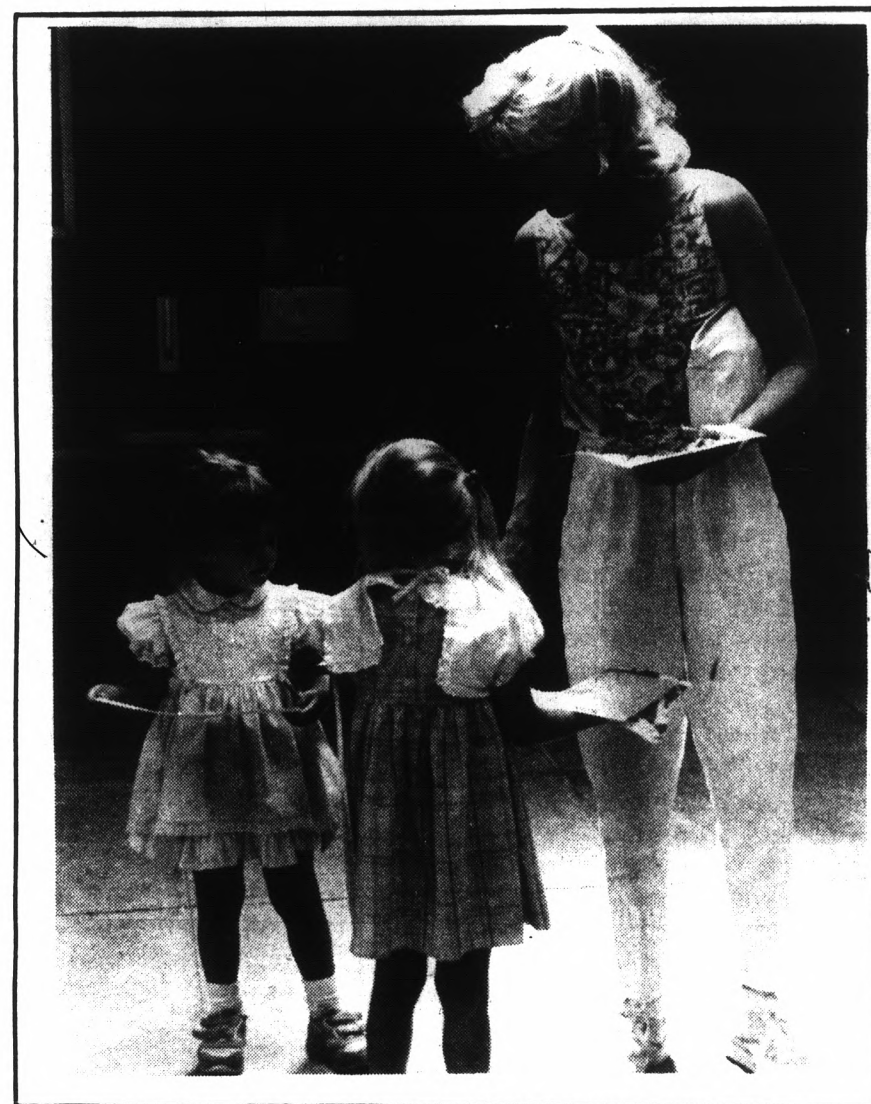
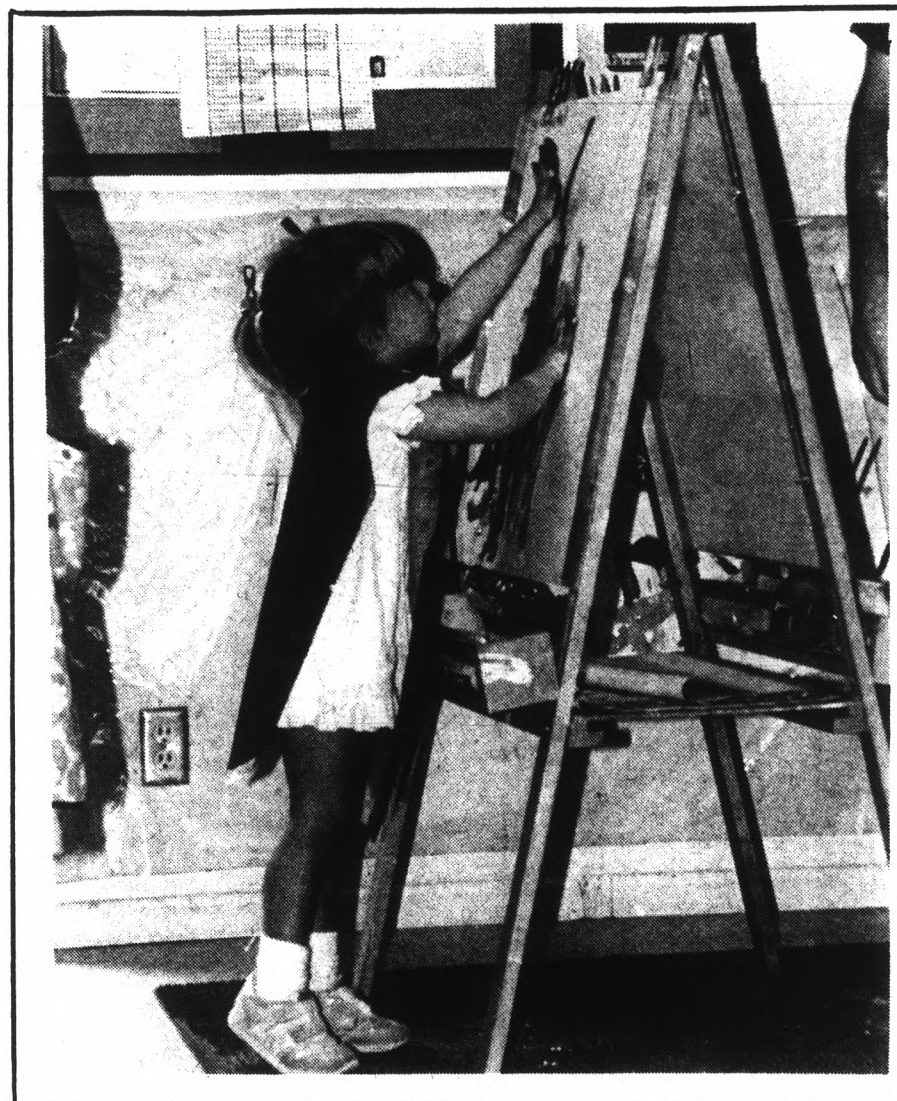
The girls are enrolled in RSC's Santa Ana Child Development Center, while their mother, Christine Belfonte, attends Fire Science classes at RSC.

The Child Development Center is located just south of RSC-Santa Ana campus. Enrollment is open to all children of current RSC students during their class hours. The Center is staffed by students in child development courses and supervised by a certified instructor. It is a learning center for both the college students as well as the kids.



TIME-OUT FOR A SNACK-Four-year-old, Nicolle (far right) enjoys mixing applesauce and raisins for a delicious snack.

BUDDING ARTIST-Three-year-old Crystall smears paints on her paper.



TIME TO GO HOME-Crystall, Nicolle and mom, Christine go home after a long day of learning experiences.

Supreme Court Threatens

Has the Constitution's Biblical

by Paula Martin

This is a year of hype and celebration. Our Constitution is 200 years old. It is a good time for assessing where it came from, what has happened to it and where we are going as a result. While it is true that we are celebrating, do we really have anything to celebrate?

With the Supreme Court of the last three decades interpreting the Constitution without reference to its original moorings (the common law which has its roots in biblical principles), our First Amendment religious rights are threatened.

The paramount reason for this state of affairs is that the general awareness in this country of the Constitution's biblical foundation has been lost. The Constitution was meant to operate within the "framework of biblical values," says John W. Whitehead, in *The Second American Revolution*.

That is not to say or imply that all those who were involved in the drafting and signing of the Constitution were Biblists or Christians; many were Deists or simply had a theistic orientation. But, and this is important, they agreed in general on the biblical principles for government.

Franky Schaeffer says, in *A Time for Anger: The Myth of Neutrality*, "Far from intending to create a secular, let alone anti-religious, state, the Founders wanted to create a society in which the work of the church once unbound from governmental regulation, might in freedom, flower in a variety of forms. They assumed that the Constitution, a distillation of Christian principles (life, liberty, etc.), would be interpreted in the light of the Judeo-Christian tradition, to which even the Deists, and free thinkers among them owed their conception of ethics."

Today, those judging constitutional matters no longer tie their interpretations to biblical values.

With the Constitution's biblical foundation cut out from under it, any bloated interpretation floats.

The second American Revolution that changed the criteria for interpreting our Constitution came and went quite unnoticed by most Americans. Gone are the days where God and the Bible are openly revered by our institutions. Today, another god, (the god of Secular Humanism—man himself), reigns.

The problem with interpretations starts with the first words in the First Amendment ("Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof...") and culminates in many fallacious interpretations of later amendments that were then misapplied in unconstitutional rulings.

George Goldberg in *Reconsecrating America* tells us that the Civil War Amendments (the 13th, 14th and 15th, those meant to rectify the slavery issue) were never meant to be applied to the religious matters of the states.

President Ulysses S. Grant was not satisfied that the Constitution prohibited Congress from establishing a "national religion." He wanted the states as well to be prohibited from establishing state religions.

Commensurate with Grant's desires, the Blaine Amendment was introduced to restrict religious expression in the state governments.

It must be remembered: The founders wanted to restrict a "national or federal" religion. To restrict all religious expression in the schools of this country could not have been the intent or provision of the Constitution because the founders themselves affirmed the need for inviting God's direction and blessings in all of our country's endeavors. Despite this historical fact, contemporary "Blaine-amenders" flourish.

Goldberg says, "The Blaine Amendment...was reintroduced in Congress after Congress. It never passed. It was not abandoned, however, until the Supreme Court, by judicial fiat, made it superfluous."

The fact that Grant, Blaine and others tried to restrict religious expression where the Constitution did not restrict it, shows the erroneous judgments of our activist justices who read into the Constitution via the application of the 14th to the First that which is patently not there.

The First Amendment states "Congress shall make no law respecting an establishment of religion." With the fallacious application of the 14th Amendment to the First, the word "Congress" is now redefined by our activist justices to encompass every governmental entity.

But religious expression in our public schools existed before and after the adoption of the Constitution, the Bill of Rights and the 14th, and it was not unconstitutional until now.

The Constitution that is being hyped today would be foreign to our Founding Fathers. All the rhetoric about the penumbra or shadowy meanings in our Constitution when translated means: What they are now finding in the Constitution was

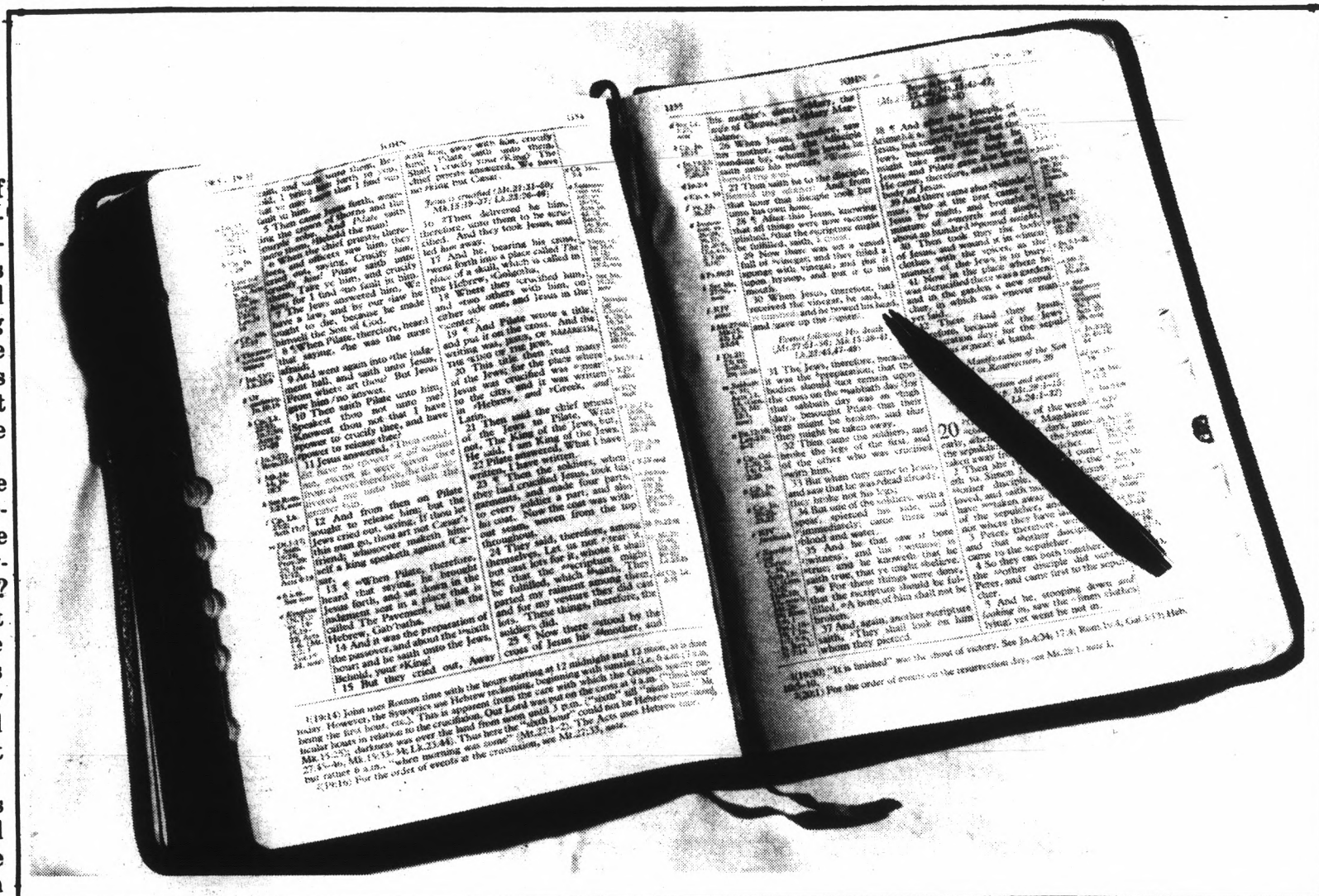


Photo by Paula Martin

True Religious Freedom

Foundation Been Lost?

almost there. Today, one bloated interpretation says, "No government entity shall establish a religion."

Another travesty perpetrated on the American people is the idea that separation of church and state can ever be accomplished. The phrase is not found in our Constitution. It comes from a letter written by Thomas Jefferson. The failed attempts to pass the Blaine Amendment show that our understanding of Jefferson's "separation" phrase is simply wrong. We have given it a far more significant scope than he meant it to have.

So, we hear, "We must maintain separation of church and state!" That statement is premised on the assumption that religious expression or like ideologies can be totally separated from all the rest of man's pursuits or that some people are indeed without religious beliefs or operate in a religious vacuum.

But the essence of religion has been defined for us by the Supreme Court in *United States v. Seeger* where several progressive theologians were asked for their definition of religion, and Paul Tillich's definition was accepted. Tillich postulates, says Whitehead, "that the term *God* does not define religion; rather it is "ultimate concern" that defines the term *God*."

James L. Christian, RSC's professor of philosophy and author of the text he uses, *The Art of Wondering*, says, "Sometimes one finds definitions of religion which take into account only a particular set of answers to man's ultimate questions. Accordingly, religion is defined as belief in the supernatural, belief in spirits, or belief in One God...But such definitions of religion miss the point...[I]t is in our agonized questioning that we discover the universal religious condition of all men. Indeed, the atheist who feels no necessity to hypothesize an Omnipotent Deity to account for the machinations of the universe is making an observation fully as ultimate, and fully as religious, as the theist who protests that the universe cannot be understood apart from belief in God."

Therefore, just because a person does not presuppose a god does not mean he has no religion. Likewise, just because an organization or ideology does not pay allegiance to a god does not mean its beliefs are not

of a religious nature. All human beings have beliefs that fall into the category of ultimate concerns, and thus all have a religion.

Many people have a hard time conceptualizing Secular Humanism as a religion. But the Supreme Court and Humanist Manifestos I and II define Secular Humanism as a religion. Secular Humanism is a man-centered situational ethics religion that makes man the only measure of all things.

These then are the Secular Humanists' basic religious doctrines: 1. God is nonexistent; 2. Man was not created by a supernatural being; he is the product of evolution; 3. Man is autonomous and, therefore, there are no absolutes-values or morals; 4. Human potential, not God, will save man.

Secular Humanism is the religion being pushed in our educational system as the next, quote advocates.

"I am convinced," says Humanist leader John Dumphy, writing in the official magazine of the American Humanist Association, *The Humanist*, "that the battle for humankind's future must be waged and won in the public school classroom by teachers who correctly perceive their role as the proselytizers of a new faith: a religion of humanity that recognizes and respects the spark of what theologians call divinity in every human being. These teachers must embody the same selfless dedication as the most rabid fundamentalist preacher, for they will be ministers of another servant, utilizing a classroom instead of a pulpit to convey humanist values in whatever subjects they teach regardless of the educational level; preschool day care, or large state university."

The expulsion of Christianity from our schools by the Supreme Court threatens true religious freedom, and the religion of Secular Humanism now fills the gap.

What can we do about this situation to turn it around? How do we give all religions equal say in our educational institutions and public arenas?

The Founding Fathers gave us a Constitution that contained checks and balances. And they did not leave the Supreme Court an unfettered oligarchy.

Article III, Section 2, of the Constitution gives Congress the

check on the Supreme Court. Congress can restrict its appellate jurisdiction.

Congressional restriction of the appellate jurisdiction of the Supreme Court in specific types of cases does not change the court's previous decisions, but it does have the effect of overturning them.

In such a situation, the Supreme Court is cut off from hearing the restricted class of cases designated by Congress and the new rulings of the lower courts stand. That is the check on the Supreme Court the founders gave us.

The claim, the Constitution is what the justices say it is, is not the last word. We have the checks and balances provided for us to control a runaway Supreme Court.

Of course, Congress will be reluctant to restrict the Supreme Court's appellate jurisdiction without a grass-roots movement that lets it know that *we want law*, not unprincipled majorities or minorities, to rule us.

We once had a biblically-based Constitution, but it has now been destroyed by our Supreme Court. And Christian representation has thereby been systematically eliminated from our schools.

With the current status being what it is, "Do we have anything to celebrate?" Yes we do! Although Christian representation is forbidden its rightful place in our educational system with all other religions, including Secular Humanism, our Founding Fathers gave us, through Congress, a pencil to check those who have become our tyrants and to restore what is right.

It is not suggested by this argumentation that God be worshipped in our public schools but rather that He once again be represented.

*With the
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foundation cut
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bloated
interpretation
floats.*

The Constitution

A Lifetime Guarantee

by Kathy Pape

Every day, all around us, the freedoms guaranteed by our Constitution are evident. The multitude of publications available for purchase, libraries stocked with books, television and movies depicting all manners of behaviors, legal systems that listen to both sides of a dispute, religious organizations, postal delivery and free traveling to every state are some of the treasures we Americans enjoy as citizens of the United States.

Our founding fathers wisely rejected forming another autocracy as existed throughout Europe at the time.

Instead, they dared to devise a different form of government, one arising from their anger at King George's taxing them without representation.

Consequently, our government derives its power "from the consent of the governed."

It was a bold move, one "unprecedented in history," according to former Chief Justice Warren Burger.

Criticizing our government is one of our freedoms, providing it does not advocate violent overthrow. Not many countries today allow their citizens to voice their discontents freely.

In the Soviet Union, Vladimir Leonidovich, a former Soviet journalist, estimates a modest

70,000 censors work to prevent "anti-Soviet agitation and propaganda."

Under the regime of Mikhail Gorbachev, a former dissident requested official permission to publish his magazine, Glasnost. The State Committee on Publications, according to Insight author Henrik Bering-Jensen, informed him that "under present conditions, . . . it did not really see the need for another magazine in the Soviet Union, which already has an abundance of publications."

One of the first steps to controlling a nation is to censor the press. Another step is to keep the people in constant fear.

It's been reported that in Afghanistan, children are murdered for no reason, merely to keep the people in line. Often the official police forces will arrest citizens with little reason or evidence.

From our sixth amendment in the Bill of Rights, Americans need not fear unlawful search and seizure.

Even those governments founded on religious tenets repress their subjects. This was evident in 18th century England, as the king was head of the Anglican Church. Anyone not agreeing with his doctrine faced imprisonment or worse.

In the United States, separation of church and state is guaranteed by our first amendment.

Interestingly, under Article VII, they wrote "no religious test shall ever be required as a qualification to any office or public trust under the United States."

This guarantee lets a myriad of churches exist, even those as extreme as Jim Jones' People's Temple. However, some other factions in our country would demand that only their belief be allowed to exist.

This "neo-Nazism," while frightening, will probably just further prove how wise our Constitutional framers were. Our country will never pass any amendment that specifies only one religion.

Our Constitution, so simply written, permits us Americans "certain inalienable rights, that among these are life, liberty and the pursuit of happiness."

Some groups today advocate revising the Constitution, most particularly to favor their position.

Yet these petty desires were written out of the Constitution, in order to give all people the freedom to express themselves.

Freedom to pursue our dreams, freedom to fail.

That is what our Constitution gives us — opportunities and choices.

In China, according to a Barbara Walters TV special, young people cannot choose their occupations. The government assigns them to various positions, probably based on its needs.

In speaking with several university students regarding their life in China, Walters found that, while they all expressed patriotism, they did agree they wanted more freedom to choose their life's course.

Many citizens take our liberties for granted. Owning a handgun or other weapon is not permitted in repressive societies. Restrictions on the types of weapons available to our citizens are enforced but not the basic right to own them.

Other not so obvious ways the Constitution influences our lives includes advertising and the stock market.

We are free to let others know about products and services and to offer others a share in our businesses. Can this happen in controlled societies?

An outgrowth of our freedom has been capitalism, which "secures the freedom and independence of citizens, their personal sovereignty," writes Tibor Machan, a philosophy professor at Auburn University, Ala.

Americans are a very privileged citizenry, whether they are presidents of companies or welfare recipients. We all enjoy the liberty to choose the life we want and to seize the opportunities offered us.

By separating the powers of the federal government into three branches, our wise founders have established justice, insured domestic tranquility, provided for the common defense, promoted the general welfare and secured the blessings of liberty for us for 200 years.

Who Is Nathaniel Gorham?

by Toma Talamantes

There is nothing quite as finicky as history. It can build a person into a god or give little evidence of existence.

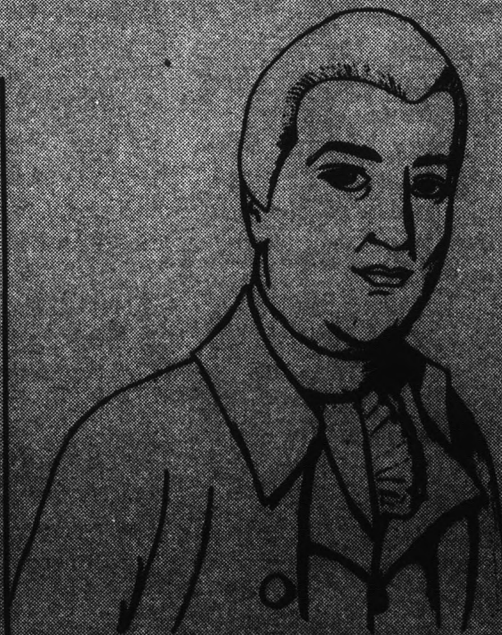
The birthing of our nation involved concerned patriots, many of whom have been forgotten.

One signer, Nathaniel Gorham, seems to have been all but erased from the pages of history. Mention of his name and a few facts are all that appear in most reference books, a small measure for a man who contributed to the foundation of our country.

Nathaniel Gorham was born in Charlestown, Mass., in 1738, to Nathaniel (a Mayflower descendent) and Mary (Soley) Gorham.

During his state political career (1771-89), Gorham became fully involved in the Revolutionary period, serving in such areas as the colonial legislature, the Provincial Congress, the Board of War, state constitutional convention, the state Senate, state House (where he became speaker), appointed judge of the Middlesex Court of Common Pleas, and a member of the Council.

While serving as an active member of the Continental Congress, he was elected president. As the presiding officer in the Committee of the Whole when serving as a delegate to the Federal Constitutional Convention, Gorham was an important figure in the framing of the Constitution.



Gorham became a member of the Massachusetts state convention where the Federal Constitution was adopted.

As the excitement of the new nation began to settle and grow, Gorham and Oliver Phelps

invested in a land settlement, which was to be sold to settlers and some sold as whole townships.

As the price of script began to rise, the cost of the payments were unexpectedly high. Although a large portion of the land had been sold, the partnership failed to meet their payments and surrendered the remaining land to the state of Massachusetts.

Gorham was left with insufficient funds to tide him over, soon becoming insolvent. It is believed that the strain of this collapsed venture led him to develop apoplexy, which soon ended his life.

An interesting fact: Nathaniel Gorham was among eight men to serve as President of the United States in Congress assembled before the ratification of the Constitution in 1789. This technically made George Washington our ninth president.

EXERCISE

Continued from page 17

*'...Ladies do
not hit their
peak until
later in life.'*

Brian Roberts,
fitness expert

saying is that exercise is like a good medication. If you take it in the proper dosage it is excellent for you, but too much or too little can be a detriment. We have to be very careful here not to take a very compulsive person and transfer that compulsive behavior from an eating problem to an exercise problem. As I stated before there is a proper dosage for everyone.

Q. How can people tell if they are over-training?

A. Physiologically there are a number of symptoms: general fatigue, malaise, joint soreness, plateauing in your general performance, burnout and being tired all the time. You start developing overuse injuries that are orthopedic in nature. That's a good sign you're doing something wrong.

Q. What does it mean to work to the burn?

A. It loosely means exercise until you feel muscle soreness or until you can no longer go any more.

Q. Is that good for a person?

A. No. What we try to remind our patients is that duration and non-intensity are what count. We want them to feel the exercise, to get their heart rate up to a certain point. But the "no pain no gain" philosophy is not conducive to good long-term maintenance.

When most people go out to train they do too much too soon. They work to the burn and that's why they don't stick to it.

Q. What are the benefits from aerobics?

A. Objective or subjective? The aesthetic components - fitting into your clothes better, having a smaller waistline, less body fat, sleeping better, more energy, more stamina and less stress - are all subjective things. When we take a poll of our patients, we find the ladies stick with the exercise program on a long term basis for the aesthetic component. They like the way they look and that they feel better. Men stay with the program because of the stress reduction component.

On the objective standpoint are those things that are clinically measured. We know that cardiovascular aerobic exercise, 30 to 45 minutes, three to four days a week, at 60 to 75 percent of your target heart rate, will allow you to make changes in your good and bad cholesterol. Triglyceride levels are lowered. Triglycerides are an inexhaustible form of fat fuel that is used during aerobic exercise. It takes 48 to 72 hours to replenish triglycerides. One day of exercise helps keep the level down for two to three days. It increases physical

fitness and allows you to do more work with less effort.

Q. Do men and women reach their peak performance at the same age?

A. I better not let my male chauvinist friends hear this. In terms of endurance performance, ladies do not hit their peak until later in life. If we look at marathon runners, cross country skiers and world class 10K runners, a lot of those ladies are in their mid to late 30s. There are not a whole lot of elite endurance athletes that are males who are still competing at that age. Generally speaking a guy's considered at his prime if he's 32 years of age or under. There are exceptions. Sometimes we see strength improvements after pregnancy. A lot of physicians feel that's due to the hormonal changes which occur during pregnancy. Mary Decker Slaney and Evelyn Ashford came back, after having children, feeling stronger than they ever had. Unfortunately, Decker Slaney had an injury from over-training. There is some documentation and clinical evidence which would indicate because of the estrogen and hormonal differences ladies are able to participate and peak at a little later time than their male counterparts.

●●●●● CLASSIFIEDS ●●●●●

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E-K

Continued from page 17

In a basic exercise called Cook's Hookup, you cross your left ankle to your right knee. Put your right hand on your left knee. Put your left hand on the ball of your left foot. Hold that position for about a minute and relax.

"This action will allow emotional stress release and integrate the two sides of the brain for maximum potential," Soden said.

Or, rest your elbows on a table or desk. Place two fingers of each hand on the bumps of your forehead very lightly. Think about the situation that has caused your current stress. Remain in that position for at least 30 seconds to clear your head to help think creatively. Remain that way a half an hour if the school computer lost your records, your brother's car got towed out of the parking lot and your citizenship papers are invalidated.

Several concentration enhancement alignment techniques of muscle stretching and body coordination can be practiced while driving your car or walking to class.

"E-K deals with the causes, not the symptoms," Soden said. In a first consultation, Soden might discuss goals, and whether your body is creating an energy block from them.

In these one or two hour sessions, several regions of the body are assessed for integration to the whole physiology. Seven stress points or "dimensions" are reviewed. Soden focuses on breathing and head stress.

"These tools," Soden explains, "do not measure, but, help you function at any level at optimum potential. The more you do the better you get. You can experience the changes immediately."

Our eyes read from left to right. Our brain receives from right to left. When we work in this traditional mode our right lobe absorbs the whole idea at once, emotionally, with a sense of space but not time. We need our left analytical logical mind to break down the details, and combine with the right sphere to give a concept comprehension.

This homolateral or one lobe at a time mode slows reading and lessens understanding. A basic tenet of E-K is that each human being creates his own reality and must accept responsibility for his own life.

As students we have already created movement if not a goal. We can now use the tools made from current research through a holistic vehicle to fine tune the mind and body in tandem for a greater understanding. This personal ecology is the descendant of the alternate lifestyle of the 60s, and the individual conquest for control in the 70s. If reading and writing more fluently is a goal or creating a new state of well-being is a necessity for you, Soden's Santa Ana office can be reached at (714) 645-2964

Nothing Better To Do

Fiction

by Lowell A. Bennink

The handgun felt smooth in his hand. He let his fingers run up and down the cool, steel barrel. Smooth, he thought, real smooth.

He carefully loaded its chambers with bullets. One by one. He sat the box on the end table and hefted the gun. He could feel the difference in weight. It felt good.

He stood and looked at himself in the mirror. He slid the ski mask over his head. Yeah, he thought, that would do. He stuffed the mask in one jacket pocket, the gun in the other.

Out to the driveway in the cool evening air he walked, toward the car parked there. His folks wouldn't miss the car. They were out of town for the weekend.

Traffic was light. He made good time. He pulled up in front of the liquor store. He got out, stuffing the keys in his pocket.

People were in line inside, buying a few beers, getting ready to cash their paychecks. He put his hands in his jacket pockets. The gun felt cool against his sweaty palms.

He walked over to the magazine rack. He picked up one and flipped nervously through the pages. With one hand he shoved the gun deeper into his pocket, making sure no one could see the wooden handle.

When he thought the time was right, he headed toward the exit. As he reached the door, he yanked the mask over his head and pulled out the gun.

"Hold it!" he yelled. Everyone looked his way, freezing when they saw the weapon. He yanked a bag out of a guy's hand and dumped the contents all over the floor. Milk ran in a white trail on the tile.

"Put everything you've got in here!" he told them. "Now!"

They seemed to take their time. As soon as the bag was full, he turned and ran from the

store. Cool night air rushed over him at the same time as his sense of exhilaration.

But he could hear police sirens in the background.

The silent alarm, he thought in a panic. He ran to his car, fumbling around in his pocket for the keys. The keys tumbled out of his pocket and onto the oily blacktop.

The sirens were much closer now.

He scrambled along the side of the car, finally finding the keys and jamming them into his pocket. When he finally saw the flashing red lights he ran blindly into the night.

The cops were right behind him now. His feet carried him into an alley behind an apartment complex.

Oh Lord, he thought, they're getting closer!

He tripped over a trash can and went tumbling onto the ground, skinning his arms and tearing his pants.

Get up! he told himself. Run, get up and run!

The quickly slapping footsteps of the police sounded behind him, now, getting closer all the time. He turned a corner hurriedly, not looking, just trying to get away, and ran headlong into a trash bin.

I'm trapped, he thought, I'm trapped!

The gun. He realized he still had the gun in his hand.

He fired randomly up the alley at the running footsteps. The bang echoed loudly around him, scaring him worse. The steps stopped and turned into a rattling sound as the officers dove to safety.

He could hear his heart pounding in his own ears. His face was getting hot behind the mask. He yanked it over the top of his head. Cool air played over his face.

A bullet ricochet off the wall above his head. A fine mist of cement dust fell on his as he pushed himself back farther into the corner created by the bin and wall. He smacked his head on the bin. A gonging sound echoed up and down the alley.

"Throw your gun out!" a policeman yelled. "This is the police! Throw it out and come out into the open with your hands behind your head!"

No, he thought deeply in panic, I can't let them get me!

Oblivious to any consequences, he jumped from behind the bin and ran for the chainlink fence.

"Stop!" the cop yelled. "Hold it or we'll shoot!"

He didn't.

Two shots rang loudly in the alley. He fell heavily forward crashing end over end into a garage door. A burning sensation wracked his shoulder and chest.

The older of the two cops knelt next to him.

"It's gonna be okay," he said. "An ambulance is on the way."

He felt himself being lifted onto the gurney and wheeled quickly toward the open door. He never lived long enough to see the insides of the vehicle.

The older cop found his wallet and walked back toward his partner.

"Find anything in that guy's wallet?" the younger cop asked. "Know who he is?"

"Yeah," the older cop said with a heavy sigh. "I found a school ID. He's from the school down the street."

"The college?"

"The junior high."

The ambulance pulled away. There was no need for sirens.

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